

**GRADE CONFIGURATION PROPOSALS**  
**(including Desegregation Impact Analyses “DIAs”)**

The District submits this proposal as the last step of a months-long engagement with the Special Master and Plaintiffs, prior to the filing of formal DIAs or requests for approval.

The District first submitted draft DIAs (and other information) to the Student Assignment Committee (SAC) in July and made this information available to the Special Master and Plaintiffs on July 20, 2015. Pursuant to the initial timeline, the District planned to file a draft DIA/NARA on September 18, 2015, including updated draft DIAs incorporating the feedback, comments, and concerns provided by the Special Master and Plaintiffs over the preceding two month period. Pursuant to the parties’ discussion on August 26, 2015, the Special Master and Plaintiffs would respond to the September 18, 2015 draft DIA/NARA within ten days, by September 28, 2015.

On September 18, 2015, the District notified the Plaintiffs and Special Master that in lieu of submitting a draft DIA/NARA on that date, it intended to submit this proposal by September 25, 2015 (including draft DIAs) – with a request for a response within ten days, no later than October 5<sup>th</sup>. This adjustment in the timeline will permit the parties to review the proposal ahead of the in-person conference scheduled for October 5<sup>th</sup> and 6<sup>th</sup>, and to use the conference as an opportunity for further engagement and collaboration. If feasible, based on the outcome of the conference discussions, the District plans to present revised DIAs/NARAs to the Special Master and Plaintiffs by October 9, 2015 as stated on the original timeline. Again, the Special Master and Plaintiffs would have ten days to respond. On October 20, 2015, the District plans to present the final request to its Governing Board for approval. If approved, the District would then take the steps necessary to file the formal request with the Court.

**I. REVISED SAC GOALS**

Based on feedback and input from the Special Master and Plaintiffs, and internal review and analysis, the District revised the goals of the Student Assignment Committee multiple times between August 5, 2015, and September 10, 2015. Below are the final, revised goals:

The goals are not designed to function as minimum standards. Thus, a proposed change should not be rejected for failure to meet one or more goals. Proposed changes should be evaluated by weighing the costs and benefits, in light of the District’s obligations under the USP.

- a. that increase integration of District schools, considering the four integration

strategies (through the proposed change itself, or through strategies related to the proposed change);

- b. that enhance education (e.g. reducing the number of student transitions, providing for supplemental programs or curricular continuity between grades);
  - c. that improve student retention; and
  - d. that will be supported by the communities of the affected schools (those impacted directly and indirectly through the potential loss of more than ten students).
1. To attract a broader applicant student pool as that will enhance the impact of marketing, outreach, and recruitment efforts and further integrate District schools.
  2. To ensure that the additional students can be added without detracting from existing programs or diverting resources from other schools.
  3. To ensure that the receiving facilities can support the additional grades with minimal facility investments.
  4. To address both immediate and future needs due to the reconfiguration; consider short-term and long-term impacts.

## **II. GRADE RECONFIGURATION PROCESS**

In its May 12, 2105 Order denying the request for grade reconfigurations at Sabino and Fruchthendler (Order 1799, request denied without prejudice to it being reurged), the Court outlined four specific, process-related expectations for similar requests in the future – in summary:

1. the District shall solicit the input of the Special Master and Plaintiffs;
2. the District must use four strategies for assigning students to schools, to be developed in consultation with the Plaintiffs and the Special Master;
3. when it undertakes certain enumerated student assignment actions, the District must review to determine whether to redraw its attendance boundaries; and
4. the District should explain how a student assignment change fits into other USP plans and strategies and if not, why not.

As described below, the District has worked diligently over the past few months to fulfill all four process-related expectations outlined by the Court in May of 2015 to prepare to “reurge” the previous requests and three additional requests. This work has been informed by the input, analysis, thoughtfulness, time, and energy of the Student Assignment Committee (SAC) volunteers, the Special Master, the Plaintiffs, and the District’s outside consultant (DLR Group)

### **1. The District Shall Solicit the Input of the Special Master and Plaintiffs**

The Court found that USP section I.D.1 requires: “the District ‘shall’ solicit the input of the Special Master and the Plaintiffs and submit items for review before they are put into practice or use for ‘all new or amended plans, policies, procedures, or other significant changes’ contemplated pursuant to the USP.” ECF 1799 at 3-4. The Court found further that “[t]here is nothing about a NARA proposal to change student assignments to exempt it from the USP requirement that the District, the parties, and the Special Master comprehensively consider the proposal, pursuant to applicable USP criteria, in an effort to increase the integration of TUSD schools.” *Id.* at 5.

Within a month of the Court’s Order, the District had developed a draft timeline and proposal to engage the Special Master and Plaintiffs in the process of reviewing grade reconfigurations comprehensively, pursuant to applicable USP criteria, in an effort to increase the integration of its schools. In June 2015, the District reached out to the Special Master to discuss the timeline and proposed approach. After discussing the timeline and approach with the Special Master, the District shared the timeline and approach with the Plaintiffs in July 2015 to solicit their feedback.

Throughout July, August, and into September, the District engaged the Special Master and Plaintiffs in an effort to consider the proposals comprehensively pursuant to applicable USP criteria in an effort to increase the integration of TUSD schools. These efforts included multiple phone and email exchanges, the solicitation of comment and feedback, the sharing of SAC committee meeting agendas and materials, an invitation to Plaintiff representatives to present their concerns to the SAC, and the facilitation of a teleconference in August.

During this time, the Special Master and Plaintiffs reviewed relevant material and requested supplemental information. They also shared concerns including, but not limited to: process, goals, timelines, approach, committee make-up, enrollment data (and projected enrollment data), equal access, student retention, school attractiveness, geography, demographics, marketing and outreach, transportation, K8 school distribution, implementation, boundaries, magnets, pairing and clustering, open enrollment, analyses of additional sites for grade expansion, impacts to surrounding schools and communities, access to Davis-Monthan Air Force Base, scope of the Desegregation Impact Analyses (DIAs), educational benefits of reducing student

transitions between schools/grades, strategies for mitigating integrative and/or educational impacts to the schools directly (and indirectly) impacted, feeder patterns, Advance Learning Experiences (ALEs), costs, school capacity, short- and long-term impacts, and potential impacts for promoting desegregation through the proposals themselves, or through mitigating strategies involving one or more proposals.

In response, District staff and leadership carefully considered the feedback, analyzed Plaintiff concerns, revised goals, provided supplemental information, revised the scope and information contained in its draft DIAs, proposed strategies to improve integration and mitigate impact to surrounding schools, conducted further equal access analyses, considered additional sites for grade expansion to improve the integration of District schools (see *Appendix A, Analysis of Additional Grade Change Options*), engaged in comprehensive and creative review and analysis on ways to improve integration through the proposals (and within each proposal) using transportation, marketing and outreach, and by strengthening ALE programs, considered the proposals comprehensively in the context of the four primary integration strategies, analyzed feeder patterns and boundaries, and considered impacts to surrounding communities and those directly impacted by the proposals.<sup>1</sup>

## **2. The District Must Use Four Strategies for Assigning Students to Schools, to be Developed in Consultation with the Plaintiffs and the Special Master**

The Court found “the student assignments proposed by TUSD [at Fruchthendler and Sabino] were not considered in the context of the four integration strategies required by the USP: attendance boundaries, pairing and clustering of schools; magnet schools and programs; and open enrollment.” *Id.* at 5. Between July and September, the District considered the proposals comprehensively in the context of the four integration strategies, as described above. The executive summaries for each proposal include a summary of

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<sup>1</sup> The District’s engagement over a period of 5-6 months in 2014 (during the boundary review process) informed many aspects of the integration analysis conducted in 2015. The 2014 Boundary Committee, after meeting for almost half a year, reviewing hundreds of pages of data, pouring over maps, and analyzing various creative proposals to increase integration, proposed very few options for improving integration (and even fewer that promised significant impacts to improve integration). In that context, the District never intended to engage in another 5-6 month process to consider each and every possible scenario to improve integration districtwide (as it had just completed less than one year prior). Neither the USP nor relevant Court orders require such an effort every time the District proposes a student assignment change. Instead, the District considered a small number of potential grade reconfiguration proposals with the Special Master and Plaintiffs that might improve integration, retain students, and/or improve educational quality. The District has further analyzed these proposals (and the potential for additional proposals) within the context of applicable USP criteria, through the lens of the USP’s four integration strategies, and through communications and engagement with the Special Master, the Plaintiffs, external consultants, and the SAC.

the District’s analysis of each proposal in the context of the four integration strategies proposed by the USP. *See Appendix B, Executive Summaries.*

**3. When it Undertakes Certain Enumerated Student Assignment Actions, the District Must Review to Determine Whether to Redraw Its Attendance Boundaries.**

The Court found that USP section II.D.2 requires “TUSD to review to determine whether to redraw its attendance boundaries, if it makes student assignment changes.” ECF 1799 at 5. The District reviewed each proposal to determine whether boundary changes were necessary, or whether boundary changes would improve integration. None of the proposals required a boundary change, nor would a boundary change have significantly improved integration in any of the proposals. The results of these analyses are outlined in the executive summaries for each proposal. *See Appendix B, Executive Summaries.*

**4. The District Should Explain How a Student Assignment Change Fits Into Other USP Plans and Strategies and If Not, Why Not.**

The Court found that “[p]lans and strategies are now in place, pursuant to the USP, for addressing student assignments but this NARA fails to reflect how the Fruchthendler-Sabino Honors Pipeline plan fits into these plans and strategies, and if not, why.” ECF 1799 at 5. The current proposal reflects how each proposed grade reconfiguration might potentially impact student assignment, transportation, educational programming, family engagement, and the District’s ALE efforts. In addition, the revised scope of each DIA considers impacts of each proposal on the District’s efforts to implement the USP. *See Appendix C, Draft Desegregation Impact Analyses.*

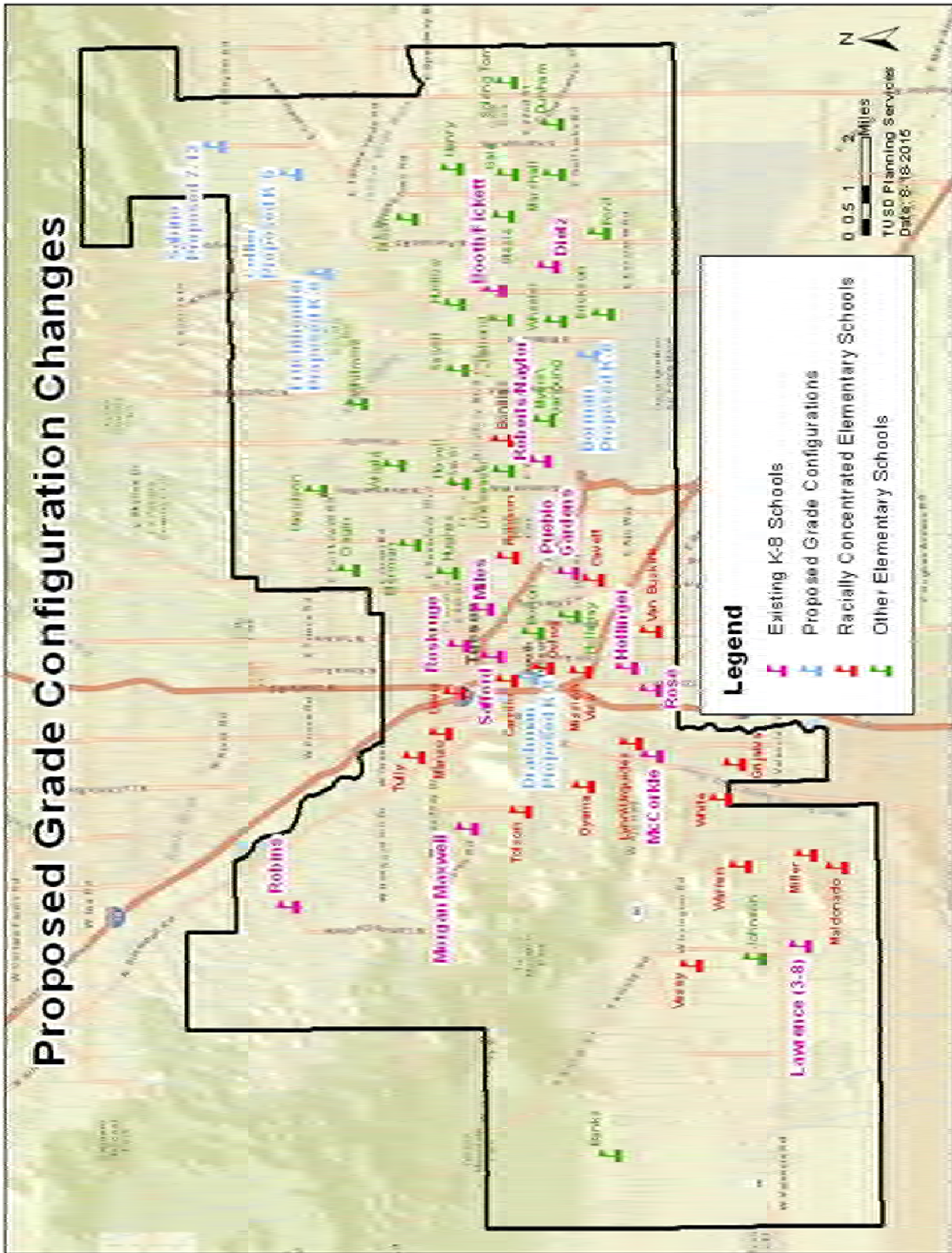
## Appendix A

### Analysis of Additional Grade Configuration Change Options

Early in this project TUSD staff evaluated other options for grade changes. The first analysis shown in the map on the following page indicated that there were already sufficient K-8 schools in other areas of the District (specifically central and west). The analysis also highlighted the fact that virtually all of the central and west schools are racially concentrated so adding more students to them would not have an integrative effect.

After the August 26 teleconference, at the request of the Mendoza counsel, TUSD staff evaluated the integrative impacts of grade configuration change options more comprehensively and in more detail. As shown in the pages following the map, only one grade configuration change would have an integrative effect. That would be the change of Cavett ES from K-5 to K-6 and, coincidentally, adding a junior high to Catalina HS. The positive integrative effect could come from the movement of Cavett Area 7<sup>th</sup> and 8<sup>th</sup> graders from Utterback MS to Catalina HS, assuming they would choose that option.

# Proposed Grade Configuration Changes



## Analysis of Additional Grade Change Options

This is an analysis of the integrative effects: 1) of converting any remaining K-5 schools that could become K-8; 2) adding junior high grades to high schools with capacity; and 3) adding 6<sup>th</sup> grades to schools with capacity and where there is also capacity at the high school they feed into.

### Potential K-8 Schools

These are K-5 schools that have capacity for additional 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades where those grades are at least 50 students each based on typical 5<sup>th</sup> to 6<sup>th</sup> grade cohort progression ratios of 70% and 7<sup>th</sup> and 8<sup>th</sup> grade cohort progression ratios of 100%. These are independent of the capacity of the high schools.

<b>Elementary School</b>	<b>Enroll w/ PreK</b>	<b>Capacity</b>	<b>USP Criteria</b>	<b>Integrative Effect</b>
Erickson	497	680		None
Lynn/Urquides	539	780	RC	None

### Potential Additional 7-12 High Schools

These are high schools with a minimum of 162 empty seats (6 classes of 27 to allow a full complement of teachers and courses for all periods). The only instance of a positive integrative effect is the addition of Cavett Area 7<sup>th</sup> and 8<sup>th</sup> graders who might move from Utterback MS (racially concentrated) to Catalina HS (integrated), assuming they would choose that option. The overall, ethnic composition of the high schools themselves would change little due to the addition of a junior high.

<b>High School</b>	<b>Enroll</b>	<b>Capacity</b>	<b>USP Criteria</b>	<b>Integrative Effect</b>
Catalina	785	1500	I	Positive
Palo Verde	1252	2070	I	None
Pueblo	1650	1900	RC	None
Sahuaro	1759	1950		None
Santa Rita	541	2070		None

I = integrated

RC = racially concentrated



**Potential K-6 Schools**

These are K-5 schools that have capacity for an additional 6<sup>th</sup> grade where that 6<sup>th</sup> grade is at least 25 students based on typical 5<sup>th</sup> to 6<sup>th</sup> grade cohort progression ratios of 70%. Also the high school that these feed into must have capacity for a 7-12 configuration.

<b>Elementary School</b>	<b>Enroll w/ PreK</b>	<b>Capacity</b>	<b>USP Criteria</b>	<b>Integrative Effect</b>
Blenman	399	530	I	None
Bloom	332	480		None
Cavett	301	440	RC	Positive <sup>1</sup>
Cragin	388	470	I	None
Davidson	331	390	I	None
Dunham	224	280		None
Erickson	497	680		None
Ford	361	440		None
Henry	357	420		None
Holladay	270	340		None
Hudlow	280	420	I	None
Marshall	287	420		None
Soleng Tom	424	500		None
Steele	327	400		None
Van Buskirk	371	480	RC	None
Warren	304	360	RC	None
Wheeler	416	640		None
Whitmore	323	460	I	None

1. Positive because, if 7<sup>th</sup> and 8<sup>th</sup> grade students in the area were to choose Catalina HS, there would be more students in an integrated school (Catalina). However, there are not enough students in Cavett ES alone to provide a junior high population of 150 so other elementary schools such as Cragin, Davidson or Wright would need to be added.

## Appendix B

### Executive Summaries of Proposals

The District has prepared an executive summary for each of the five proposals. Executive summaries include a description of the proposal, an analysis of integration strategies (magnets, pairing and clustering, boundaries, open enrollment, and proposal-specific strategies), pros and cons, costs, and proposal evaluations by the SAC.

# Borman Elementary School

## Proposal Description:

- Change K-5 to a K-8
- Immediate Needs: Light renovation of 2 classrooms to remove partitions; accommodate science instruction (1 mobile lab table)
- Long Term Plan: PE changing room addition

## Integration Strategies:

**Pairing and Clustering:** Borton is on base and it is not feasible to pair or cluster it with an off-base school due to Davis-Monthan Air Force Base (DMAFB) access restrictions

**Boundaries:** No boundary changes required; boundary changes would not increase integration

**Magnets:** Borman is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools.

**Open Enrollment:** Open Enrollment is not a factor in this school due to DMAFB access restrictions

**Proposal-specific strategies to promote integration and/or other USP activities:** AVID at Roberts-Naylor (an integrated school with a student population that is 22% African American and 58% Latino, and capacity for approximately 200 additional students) could operate to provide more students with an opportunity to attend an integrated school, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

## Pros and Cons:

### **Pros:**

- Retain 6-8th grade students in TUSD. The Vail school district currently buses approximately 100 students from DMAFB to schools in their district. And, a charter school located on the base enrolls approximately 90% of 6<sup>th</sup>-8<sup>th</sup> grade students currently living on DMAFB.
- Community retention of families into TUSD high schools
- Maintain the military “culture” within the families through 8th grade
- Support DMAFB families by providing a middle school option on base
- The facility is currently underutilized but would likely become fully utilized once enrollment reaches two classes per middle school grade

### **Cons:**

- Once enrollment reaches two classes per middle school grade there will be no room for future growth.
- Facility would be missing some typical middle school spaces such as a science lab, PE changing area

## Costs:

### **Construction:**

- Immediate Needs: \$60,000 for light renovations to two classrooms
- Long Term Plan: \$700,000-\$750,000 to add two classrooms and a locker room if enrollment exceeds expectations

**Transportation:** No cost

**Marketing:** Not applicable

## Borman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
	X		Fiscal impacts

# Collier Elementary School

## Proposal Description:

- Change K-5 to a K-6
- Immediate Needs: No renovations needed
- Long Term Plan: No renovations needed

## Integration Strategies:

**Pairing and Clustering:** Collier is geographically far from any other elementary school. Pairing or clustering Collier with another school to share a boundary is not feasible.

**Boundaries:** No boundary changes required; boundary changes would not increase integration

**Magnets:** Collier is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools (the nearest magnet schools are more than five miles away).

**Open Enrollment (supported by incentive transportation):** Students living within the boundary of a Racially Concentrated school could attend Collier through open enrollment. For students whose enrollment would increase integration at Collier, the District would provide free transportation in the form of an express bus from a central location to Collier (perhaps combine 6<sup>th</sup> graders open enrolled to Collier with 7<sup>th</sup> and 8<sup>th</sup> graders open enrolled to Sabino, if Sabino is approved). An increase in non-Anglo students at Collier would move it towards the definition of an Integrated School

**Proposal-specific strategies to promote integration and/or other USP activities:** In 2014-15, Magee's student population was 46% Anglo, 13% African American, and 34% Latino). A reduction in Anglo student percentage and/or an increase in Latino student percentage would move Magee towards the definition of an Integrated School. Developing and offering enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) could operate to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

## Pros and Cons:

### **Pros:**

- Capture 6<sup>th</sup> graders that now leave TUSD
- Create STEM after school programs that feed into Magee's Odyssey of the Mind
- Continue Collier's strong Exceptional Ed program into 6<sup>th</sup> grade

### **Cons:**

- Prepare for 7<sup>th</sup> grade transition, versus 6<sup>th</sup> grade, into middle school
- No science lab for 6<sup>th</sup> graders, as they might have in middle school

## Costs:

**Construction:** Immediate Needs \$20,000; Long Term Plan: \$0

### **Transportation:**

- \$64,000 for an express bus (ride time 35 minutes) (costs shared with Fruchthendler)
- \$0 to add a Roskruge stop to an existing Collier route (ride time 1 hour)

**Marketing:** Included in overall School Choice marketing plan

## Collier Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
X			Feeder patterns
	X		Fiscal impacts

# Drachman Montessori Magnet School

## Proposal Description:

- Change K-6 to a K-8
- Immediate Needs: No renovations needed, accommodate science instruction (1 mobile lab table)
- Long Term Plan: Renovate for PE changing rooms; add walls to project areas for extra classrooms

## Integration Strategies:

**Pairing and Clustering:** Drachman is a magnet-theme specific school, surrounded by other magnet-theme specific schools. Pairing or clustering Drachman with another school to share a boundary is not feasible.

**Boundaries:** No boundary changes required; boundary changes would not increase integration

**Magnets:** Lower grades are more integrated and parent surveys indicate that a K-8 would retain more students through 8<sup>th</sup> grade and allow for an integrated school to be developed over time

**Open Enrollment:** N/A

**Proposal-specific strategies to promote integration and/or other USP activities:** marketing the K-8 Montessori program to targeted demographics would improve integration, particularly if supported by an express bus from the eastside of the District to the downtown area (which could serve to bring interested target students from the eastside to Drachman, and to other nearby sites like Roskruge to participate in dual-language programs)

## Pros and Cons:

### **Pros:**

- Retaining students will make the school a more integrated K-8
- TUSD students will have an option for 7<sup>th</sup>-8<sup>th</sup> grade Montessori method of teaching
- May retain students within TUSD who currently leave for academically similar charter programs (the K-8 option is provided in all Montessori charter schools)

**Cons:** Missing some typical middle school spaces such as a science lab, PE changing area, or athletic facilities

## Costs:

### **Construction:**

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

### **Transportation:**

- \$135,000-\$180,000 to add 3-4 afternoon routes to accommodate a different bell schedule for the upper grades.
- \$64,000 to add an eastside express bus (ride time 25 minutes)

### **Marketing:**

- Included in overall School Choice marketing plan
- Part of Magnet recruitment strategies; include targeted marketing to potential Montessori populations

## Drachman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
X			Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
X			Effects on integration
	X		Student transportation
X			Feeder patterns
		X	Fiscal impacts

# Fruchthendler Elementary School

## Proposal Description:

- Change K-5 to a K-6
- Immediate Needs: No renovations needed
- Long Term Plan: Additional classroom space may be desired for Music, if the multi-purpose room cannot accommodate it. Additional classrooms may be needed depending on the success of the program to attract TUSD Area students who do not attend TUSD schools

## Integration Strategies:

**Pairing and Clustering:** Fruchthendler is geographically far from any other elementary school; Pairing or clustering it with another school to share a boundary is not feasible.

**Boundaries:** No boundary changes required; boundary changes would not increase integration

**Magnet:** Fruchthendler is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools (the nearest magnet schools are more than five miles away).

**Open Enrollment (supported by incentive transportation):** Students living within the boundary of a Racially Concentrated school could attend Fruchthendler through open enrollment. For students whose enrollment would increase integration at Fruchthendler, the District would provide free transportation in the form of an express bus from a central location to Collier (perhaps combine 6<sup>th</sup> graders open enrolled to Fruchthendler with 7<sup>th</sup> and 8<sup>th</sup> graders open enrolled to Sabino, if Sabino is approved). An increase in non-Anglo students at Fruchthendler would move it towards the definition of an Integrated School

**Proposal-specific strategies to promote integration and/or other USP activities:** In 2014-15, Magee's student population was 46% Anglo, 13% African American, and 34% Latino). A reduction in Anglo student percentage and/or an increase in Latino student percentage would move Magee towards the definition of an Integrated School. Developing and offering enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for AP or Dual-Credit courses) could operate to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

## Pros and Cons:

### **Pros:**

- May retain the 90% of 5<sup>th</sup> grade students within TUSD that currently leave for surrounding districts or charters
- May attract the large number of students in the TUSD boundary, 60% of whom do not currently attend TUSD schools

### **Cons:**

- Prepare for 7<sup>th</sup> grade transition, versus 6<sup>th</sup> grade, into middle school
- Capacity may be limited for future growth (though enrollments are declining)

## Costs:

**Construction:** Immediate Needs \$30,000; Long Term Plan: \$0, depending on the program success in attracting new TUSD boundary students

**Transportation:** \$64,000 for an express bus (costs shared with Collier) (ride time 35 minutes)

**Marketing:** Included in overall School Choice marketing plan

## Fruchthendler Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
X			Fiscal impacts

# Sabino Junior High / Senior High School

## Proposal Description:

- Change 9-12 to a 7-12
- Immediate Needs: No further renovations needed
- Long Term Plan: No further renovations needed

## Integration Strategies:

**Pairing and Clustering:** N/A

**Boundaries:** No boundary changes required; boundary changes would not increase integration

**Magnet:** Sabino is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools as described in the current and previous DIAs.

**Open Enrollment (supported by incentive transportation):** Students living within the boundary of a Racially Concentrated school could attend Sabino through open enrollment. For students whose enrollment would increase integration at Sabino, the District would provide free transportation in the form of an express bus from a central location to Sabino (perhaps combine 6<sup>th</sup> graders open enrolled to Collier/Fruchthendler with 7<sup>th</sup> and 8<sup>th</sup> graders open enrolled to Sabino). An increase in non-Anglo students at Sabino would move it towards the definition of an Integrated School

### **Proposal-specific strategies to promote integration and/or other USP activities**

- Activity buses can help students with after-school activities if they live out of the immediate area
- To mitigate negative impacts on Magee Middle School, the District could develop and offer enhanced ALE programs at Magee (AVID and/or partnerships with Sahuaro High School for AP or Dual-Credit courses) to attract more Latino students to Magee, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs).

## Pros and Cons:

### **Pros:**

- An increased population at Sabino provides capacity for a broader range of courses and programs; these may attract more diverse open enrollment students
- The Hispanic enrollment in Sabino is consistently increasing
- Targeted marketing, the express bus and selective placements through Open Enrollment will move the school toward integration.
- Reduces transitions between school levels, which may retain students within TUSD
- Junior high students have access to high school level curricula and instruction

**Cons:** Safety concerns due to the mix of ages

### Costs:

**Construction:** Immediate Needs; Long Term Plan: \$0

### **Transportation:**

- \$194,000-\$259,000 for 3 to 4 buses if 7<sup>th</sup> and 8<sup>th</sup> graders do not ride with the upper grades.
- \$64,000 for an express bus (ride time 45 minutes versus 1.5 hours for current bus)

### **Marketing:**

- Included in overall School Choice marketing plan
- Additional costs range from \$0 for social media platforms to \$5,000 per month for TV commercials

(Evaluation on next page)

Sabino Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
X			Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
	X <sup>1</sup>		Fiscal impacts

Note: 1. Benefits will balance costs if additional students are attracted to TUSD



## Appendix C

### Desegregation Impact Analyses (DIAs)

The District has prepared five DIAs, one for each proposal, addressing student assignment impacts, and impacts to relevant USP areas.

# TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

**Action:** Borman as a K-8 School

## Summary

On June 21, 1977 Frank Borman Elementary School K-5 opened on Davis-Monthan Air Force Base to relieve overcrowding at the former Smith Elementary School, which closed in 2008. This is an analysis of the racial-ethnic composition of Borman as a K-5 school, the impact of adding 6<sup>th</sup>-8<sup>th</sup> grades to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

### A. Analysis of the impact of the requested action on the District's obligation to desegregate.

#### Current K-5 grade enrollment

As shown in Table 1, there are approximately 420 students at Borman—70 students per grade. Borman has a racial-ethnic composition which is 54% Anglo and 35% African American and Latino.

#### Impact on Borman as a K-8 School

The change component at Borman was estimated based on 65% of the current 5<sup>th</sup> graders transitioning into the 6<sup>th</sup> grade and then all of those transitioning into the 7<sup>th</sup> and 8<sup>th</sup> grades. The 65% is based on typical cohort progression ratios for 5<sup>th</sup> to 6<sup>th</sup> grade for K-8 schools. As the same students that are in the school now will form the 6<sup>th</sup> through 8<sup>th</sup> grades, there is no change to the racial-ethnic composition at Borman.

**Table 1**

#### Change Component (6<sup>th</sup> through 8<sup>th</sup> grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
New 6th through 8th grades	83	18	35	0	5	13	154
	54%	12%	23%	0%	3%	8%	

#### Borman Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-5	255	57	108	1	14	40	475
	54%	12%	23%	0%	3%	8%	
Projected K-8	338	75	143	1	19	53	629
	54%	12%	23%	0%	3%	8%	

Borman has capacity to serve 629 students with resource rooms and a computer lab unaffected by adding students. Additionally, there are two rooms with walls that were added in the past; these walls could be removed to increase the capacity if needed.

### Impact on Middle Schools

Adding the 6<sup>th</sup>-8<sup>th</sup> grades at Borman would have virtually no impact on middle schools. There are only five 6<sup>th</sup>-8<sup>th</sup> grade Borman Area students attending Roberts/Naylor (the school designated to receive Borman Area students) and less than 10 students from the Borman Area attending each other middle school.

The change has a strong potential to retain middle-school-age students in TUSD as 70% of the Borman Area students may not attend TUSD schools (see Section C below).

### Renovation Costs

- Immediate Needs: \$60,000 for light renovations to 2 classrooms
- Long Term Plan: \$700,000-\$750,000 for a 2 classroom and locker room addition if enrollment exceeds expectations

### Transportation Costs

- No cost

## **B. Analysis of how the proposed change will impact the District's obligations under the USP**

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** The proposal itself will result in minimal potential impact to Borman itself, as shown in Section A above. However, an extremely low number of middle-school-aged students on DMAFB attend District schools for 6<sup>th</sup> through 8<sup>th</sup> grade. Retaining more of these students at Borman (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop AVID at nearby Roberts-Naylor K8 school (an Integrated School) to increase its attractiveness, thereby providing more opportunities for students to attend an Integrated school.
- 3. Transportation** No potential impact.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Positive impact by the addition of AVID at Roberts-Naylor to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

- 6. Discipline** No potential impact.
- 7. Family and Community Engagement** Currently, many students and families living on DMAFB disengage from the District after 5<sup>th</sup> grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-8 school will likely improve family engagement and participation at Borman, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate. Additionally, Borman families who either stay (or return) to the District, would have easy access to the benefits and events available through the Family Center at Palo Verde, less than two miles away.
- 8. Extracurricular Activities** As the enrollment of Borman increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
- 9. Facilities and Technology** No potential impact.
- 10. Accountability and Transparency** No potential impact.

**C. Notes on the Above Demographic Analysis**

- All of the projections are estimates based on current patterns of choice. The 5<sup>th</sup> to 6<sup>th</sup> transition rates at K-8 schools (50% to 80%) which supports the 65% used herein.
- The above estimates are based on current TUSD students on the 40<sup>th</sup>-day SY2014-15.
- There is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, almost 80% of the Borman 5<sup>th</sup> graders in SY2014-15 did not attend TUSD schools in 6<sup>th</sup> grade the following year. This is a loss of over 100 middle-school-age students.

Transition of Collier 5 <sup>th</sup> Graders into 6 <sup>th</sup> Grade	
School	Enrollment
Not in TUSD	36
In TUSD	10
Doolen	1
Fickett Magnet	3
Gridley	1
Naylor	1
Secrist	1
Vail	3

# TUCSON UNIFIED SCHOOL DISTRICT

## DESEGREGATION IMPACT ANALYSIS

**Action:** Collier as a K-6 School

### **Summary**

Collier Elementary School is a K-5 school that serves the northwest area of TUSD just east of Sabino Creek and south to the Tanque Verde Wash. This is an analysis of the racial-ethnic composition of Collier as a K-5 school, the impact of adding a 6th grade to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

### **A. Analysis of the impact of the requested action on the District's obligation to desegregate.**

#### Current K-5 Enrollment at Collier

As shown in the Table 1 there are approximately 200 students at Collier—30 to 40 students per grade. The racial-ethnic composition is 62% Anglo and 31% African American and Latino.

Based on 2010 census data, for the Collier Area, there are over 20 students per grade in the K-5 level who do not attend TUSD schools and over 40 who do not attend TUSD schools in the 6<sup>th</sup> grade (see the map below).

#### Impact on Collier as a K-6 School

Based on typical transition rates from 5<sup>th</sup> grade to 6<sup>th</sup> grade for K-8 and K-6 schools, the change would add approximately 20 to 30 students to Collier, resulting in 1 class. However, with the strong potential to attract students who attend non-TUSD schools, the projections are based on adding 35 students from the 135 total middle-school-age students in the Collier area in the 6<sup>th</sup> grade. Those impacts are shown in Table 1.

The school has capacity for the additional students. Not counting the portables, the school has a capacity of 400 as currently used and the capacity could be increased to 425 by scheduling resource programs to share rooms and or portables. Now, with 200 students, Collier is at 50% utilization; with the additional students it would increase to 58% utilization rate.

The change is expected to have very little impact on the racial ethnic composition of Collier because the population that would attend the 6<sup>th</sup> grade has essentially the same composition as the current K-5 population.

**Table 1**

Change Component

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Continue at Collier (6 <sup>th</sup> )	23	2	8	1	0	1	35
%	64%	6%	24%	2%	1%	3%	

Collier Impacts

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Collier (current K-5)	122	6	49	4	2	14	197
%	62%	3%	25%	2%	1%	7%	
Collier (projected K-6)	145	8	57	5	2	15	232
%	63%	3%	25%	2%	1%	6%	

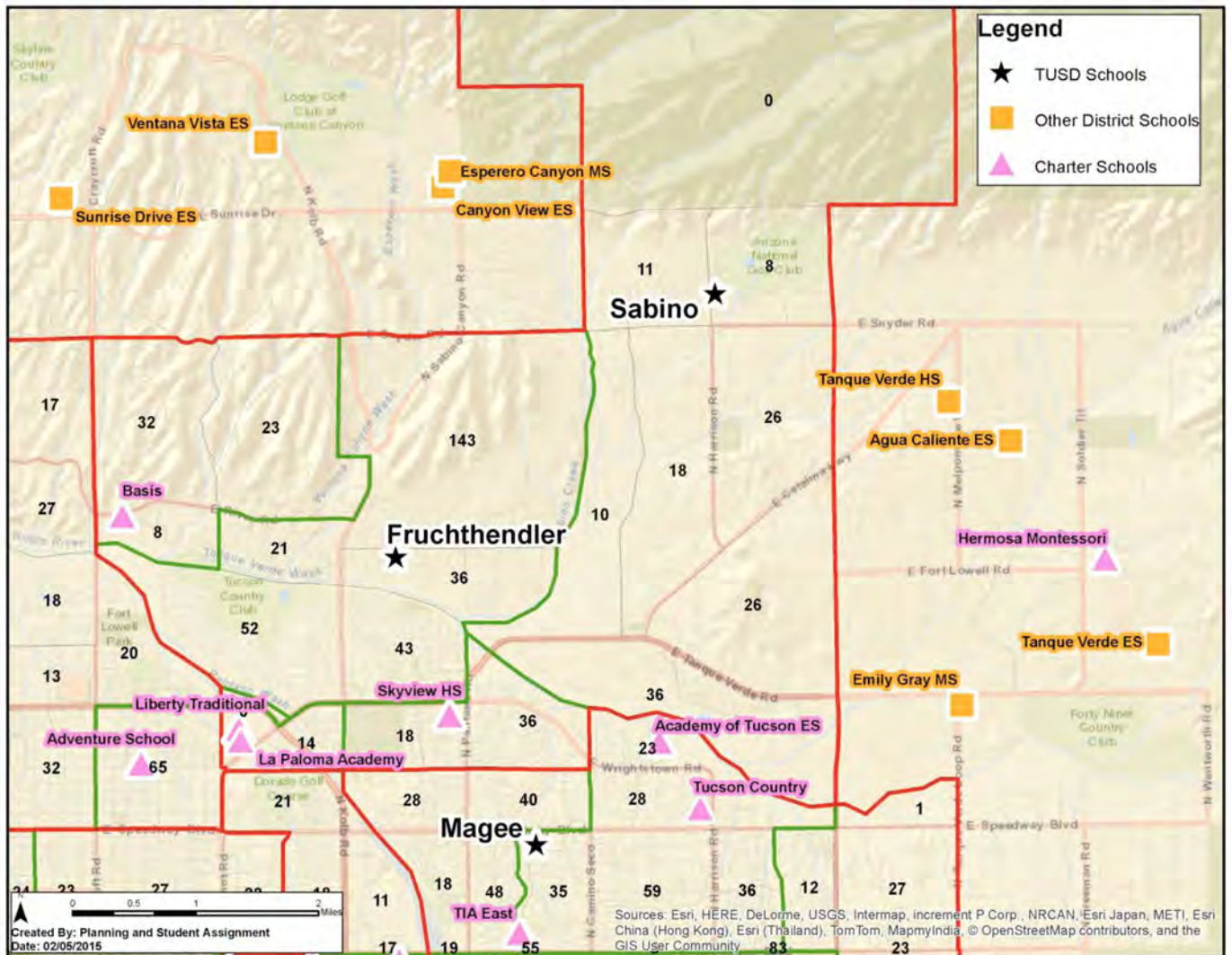
Impacts on Magee Middle School, Sabino High School and Other Schools

The impacts on Magee and other schools are reported separately in the Sabino DIA.

**Map of the Area**

The following shows the Sabino Area, outlined in red, and within it, the Collier Area is northeast of Fruchthender. The Collier K-5 Area is wholly within the Sabino HS Area. The Sabino HS Area also includes the Fruchthender K-5 Area and portions of Bloom, Hudlow, and Whitmore. At the middle school level, it includes a large portion of Magee and, to a much lesser extent, Booth-Fickett.

The numbers within each area show the total number of middle-school-age students in 2010 who did not attend TUSD schools.



### Renovation Costs

- Immediate Needs: \$20,000
- Long Term Plan: \$0

### Transportation Costs

- \$64,000 for an express bus (ride time 35 minutes) (costs shared with Fruchthendler)
- \$0 to add a Roskrige stop to an existing Collier route (ride time 1 hour)

### B. Analysis of how the proposed change will impact the District's obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the

proposed grade configuration change on the District's obligations under each of the ten USP sections:

1. **Compliance** No potential impact.
2. **Student Assignment** The proposal itself will result in minimal potential impact to Collier itself, as shown in Section A above. However, an extremely low number of middle-school-aged students from the Collier area attend District schools for 6<sup>th</sup> through 8<sup>th</sup> grade. Retaining more of these students at Collier (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop ALE programs (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) at nearby Magee Middle School to increase its attractiveness to Latino students and families to increase integration at Magee.
3. **Transportation** Positive impact if the express bus is added; students living within the boundary of a racially concentrated school, whose enrollment at Collier would improve integration, would receive free transportation to Collier via an express bus.
4. **Admin/Cert Staff** No potential impact.
5. **Quality of Education** Positive impact by the addition of AVID and AP programs at Magee to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes..
6. **Discipline** No potential impact.
7. **Family and Community Engagement** . Currently, many students and families living in the Collier area disengage from the District after 5<sup>th</sup> grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-6 school will likely improve family engagement and participation at Collier, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate.
8. **Extracurricular Activities** As the enrollment of Collier increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact.

### **C. Notes on the Above Demographic Analysis**



- All of the projections are estimates based on current patterns of choice. There is little data on preferences for 6<sup>th</sup> grades in an elementary school. The exception is Drachman K-6 which has a 5<sup>th</sup> to 6<sup>th</sup> grade transition of 60% to 80%. The 5<sup>th</sup> to 6<sup>th</sup> transition rates at K-8 schools (50% to 80%) are similar.
- The above estimates are based on current TUSD students. Because K-8 capture rates (TUSD students/total school age population) are less than 60% in the subject areas, there is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, one-half of the Collier 5<sup>th</sup> graders in SY2014-15 did not attend TUSD schools in 6<sup>th</sup> grade the following year.

Transition of Collier 5 <sup>th</sup> Graders into 6 <sup>th</sup> Grade	
School	Enrollment
Not in TUSD	35
Dodge Magnet	1
Fickett Magnet	1
Gridley	1
Magee	28

# TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

**Action:** Drachman Montessori Magnet as a K-8 School

## Summary

On May 26, 1981, a Federal Court order approved combining Carrillo and Drachman boundaries—K-3 students were to attend Drachman and 4-6 students were to attend Carrillo. In 2006, Drachman Primary Magnet School was approved by the Federal Court to become a K-6 school. Later, it became a Montessori school. This is an analysis of the racial-ethnic composition of Drachman as a K-6 school and an estimate of the impact of adding 7<sup>th</sup> and 8<sup>th</sup> grades to that school.

### A. Analysis of the impact of the requested action on the District’s obligation to desegregate.

#### Current K-6 grade enrollment

As shown in Table 1, there are approximately 300 students at Drachman—50 students per grade. Most (220) of the students are magnet students from outside the Drachman attendance area. Drachman is racially concentrated with a racial-ethnic composition that is 75% Hispanic and 19% Anglo and African American.

#### Impact on Drachman as a K-8 School

To analyze the impacts of adding the 7<sup>th</sup> and 8<sup>th</sup> grades to Drachman, the current 6<sup>th</sup> grade enrollment was doubled and added to the current K-6 enrollment. Based on the analysis shown in Table 1, there is virtually no change in the racial-ethnic composition.

Drachman has an operating capacity of 420, which would accommodate the additional 60 students at the school.

**Table 1**

Change Component (7<sup>th</sup> and 8<sup>th</sup> grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
New 7th and 8th grades	4	7	47	2	0	1	61
	8%	11%	75%	4%	0%	2%	

Drachman Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	23	35	228	12	1	7	306
	8%	11%	75%	4%	0%	2%	
Projected K-8	27	42	275	14	1	8	367
	7%	11%	75%	4%	0%	2%	

## Impacts on Potential Sending Schools

This analysis is based on the current 6<sup>th</sup>-grade students attending Drachman, from any middle-school area, who would transition from the 6<sup>th</sup> grade to 7<sup>th</sup> and 8<sup>th</sup> grades. Based on the residential locations of current enrollees at Drachman, Safford and Valencia are the only schools that would be impacted by more than 10 students. As shown in Table 2, adding the 7<sup>th</sup>-8<sup>th</sup> grades to Drachman would have virtually no impact on the Safford or Valencia racial-ethnic composition.

**Table 2**

### Safford Change Component (7<sup>th</sup> and 8<sup>th</sup> grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Safford Area 7 <sup>th</sup> & 8 <sup>th</sup> at Drachman	0	4	22	4	0	0	30
	0%	13%	73%	13%	0%	0%	

### Safford Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	43	42	423	47	3	12	570
	8%	7%	74%	8%	1%	2%	
Projected K-8	43	38	401	43	3	12	540
	8%	7%	74%	8%	1%	2%	

### Valencia Change Component (7<sup>th</sup> and 8<sup>th</sup> grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Valencia Area 7 <sup>th</sup> & 8 <sup>th</sup> at Drachman	0	2	12	0	0	0	14
	0%	14%	86%	0%	0%	0%	

### Valencia Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	90	29	796	54	5	19	993
	9%	3%	80%	5%	1%	2%	
Projected K-8	90	27	784	54	5	19	979
	9%	3%	80%	6%	1%	2%	

## Renovation Costs

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

## Transportation Costs

- \$135,000-\$180,000 to add 3-4 afternoon routes to accommodate a different bell schedule for the upper grades.
- \$64,000 to add an eastside express bus (ride time 25 minutes)

## **B. Analysis of how the proposed change will impact the District's obligations under the USP**

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** This proposal would help to retain students in a magnet program which is becoming more integrated – helping Drachman reach its USP-mandated goal of becoming an integrated school. Currently the school is 76% Hispanic but the newer grades each year have greater percentages of non-Hispanic students —this year the kindergarten is only 68% Hispanic (below the 70% threshold for a racially concentrated school). If Drachman maintains incoming classes that are below the 70% threshold, it will continue to move towards the definition of an Integrated school. The existence of a K-8 continuum at Drachman will enhance the marketing, outreach, and recruitment of target students and increase Drachman's attractiveness. Students will have a consistent Montessori education through 8<sup>th</sup> grade, will benefit from one less transition from elementary school to middle school, and may take advantage of express busing.
- 3. Transportation** Positive impact if the express bus is added. Students living centrally and east will benefit from an express bus that will bring students to Drachman on a shorter, express route to alleviate concerns about long bus rides and increase the likelihood of recruiting target students to attend Drachman. Magnet transportation is provided free pursuant to the USP. Express busing has the added benefit of transporting students not only to Drachman but, potentially, transporting target students from central and eastside locations to Roskruge dual-language magnet school to improve integration at that site as well.

4. **Admin/Cert Staff**      No potential impact.
5. **Quality of Education**    Students enrolled at Drachman will benefit from one less educational transition (from elementary school to middle school). Also, Drachman students will engage in Montessori curriculum through 8<sup>th</sup> grade.
6. **Discipline**                No potential impact.
7. **Family and Community Engagement**    No potential impact.
8. **Extracurricular Activities**                No potential impact.
9. **Facilities and Technology**                No potential impact.
10. **Accountability and Transparency**        No potential impact.

### **C. Notes on the Above Demographic Analysis**

- All of the projections are estimates based on current patterns of choice. The analysis assumes that all 6<sup>th</sup> graders at Drachman would transition to the 7<sup>th</sup> and 8<sup>th</sup> grades. Typically, 95% to 100% of the students make this transition.
- The above data is from the SY2014-15 40<sup>th</sup>-day enrollment data.

# TUCSON UNIFIED SCHOOL DISTRICT

## DESEGREGATION IMPACT ANALYSIS

**Action:** Fruchthendler as a K-6 School

### **Summary**

Fruchthendler Elementary School is a K-5 school that serves the northwest area of TUSD just west of Sabino Creek and south toward Tanque Verde Road. This is an analysis of the racial-ethnic composition of Fruchthendler as a K-5 school, the impact of adding a 6th grade to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

### **A. Analysis of the impact of the requested action on the District's obligation to desegregate.**

#### **Current K-5 Enrollment at Fruchthendler**

As shown in the Table 1 there are approximately 350 students at Fruchthendler—50 to 60 students per grade. The racial-ethnic composition is 65% Anglo and 30% African American and Latino.

Based on 2010 census data, for the Fruchthendler Area, there are over 40 students per grade in the K-5 level who do not attend TUSD schools and over 80 who do not attend TUSD schools in the 6<sup>th</sup> grade (see the map below).

According to the current principal, the vast majority of Fruchthendler families choose to go outside of TUSD for middle school because: 1) there are two competitive middle school options within a mile of Fruchthendler (Esperero to the north and Basis to the west) and 2) the TUSD middle school (Magee) that Fruchthendler feeds into is four miles away and the opposite direction most parents travel to get to work. Then, when parents choose a non-TUSD school, they also tend to take their younger children from Fruchthendler to the adjoining elementary school in an effort to have all family members on the same district calendar.

#### **Impact on Fruchthendler as a K-6 School**

Based on typical transition rates from 5<sup>th</sup> grade to 6<sup>th</sup> grade for K-8 and K-6 schools, the change would add approximately 40 to 50 students to Fruchthendler, resulting in 2 small classes or 1 class and a combo class. However, with the strong potential to attract students who attend non-TUSD schools, the projections are based on adding 54 students in the 6<sup>th</sup> grade. Those impacts are shown in Table 1.

The school has two resource rooms (Speech, GATE, Special Ed and ELD), 1 classroom, two portables and a computer room. Not counting the portables, the school has a capacity of 440 as currently used and the capacity could be increased to 470 by scheduling resource programs to share rooms and the portables. Now, with 350 students, Fruchthendler is at 80% utilization; with the additional students and revised scheduling, it would increase to 85% utilization, an ideal utilization rate.

The change is expected to have very little impact on the racial ethnic composition of Fruchthendler because the population that would attend the 6<sup>th</sup> grade has essentially the same composition as the current K-5 population.

**Table 1**

Change Component

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Continue at Fruchthendler (6 <sup>th</sup> )	36	1	14	0	1	2	54
	% 66%	2%	26%	0%	2%	4%	

Fruchthendler Impacts

School (grades)	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Fruchthendler (current K-5)	228	20	83	1	5	12	349
	% 65%	6%	24%	0%	1%	3%	
Fruchthendler (projected K-6)	264	21	97	1	6	14	403
	% 66%	5%	24%	0%	1%	3%	

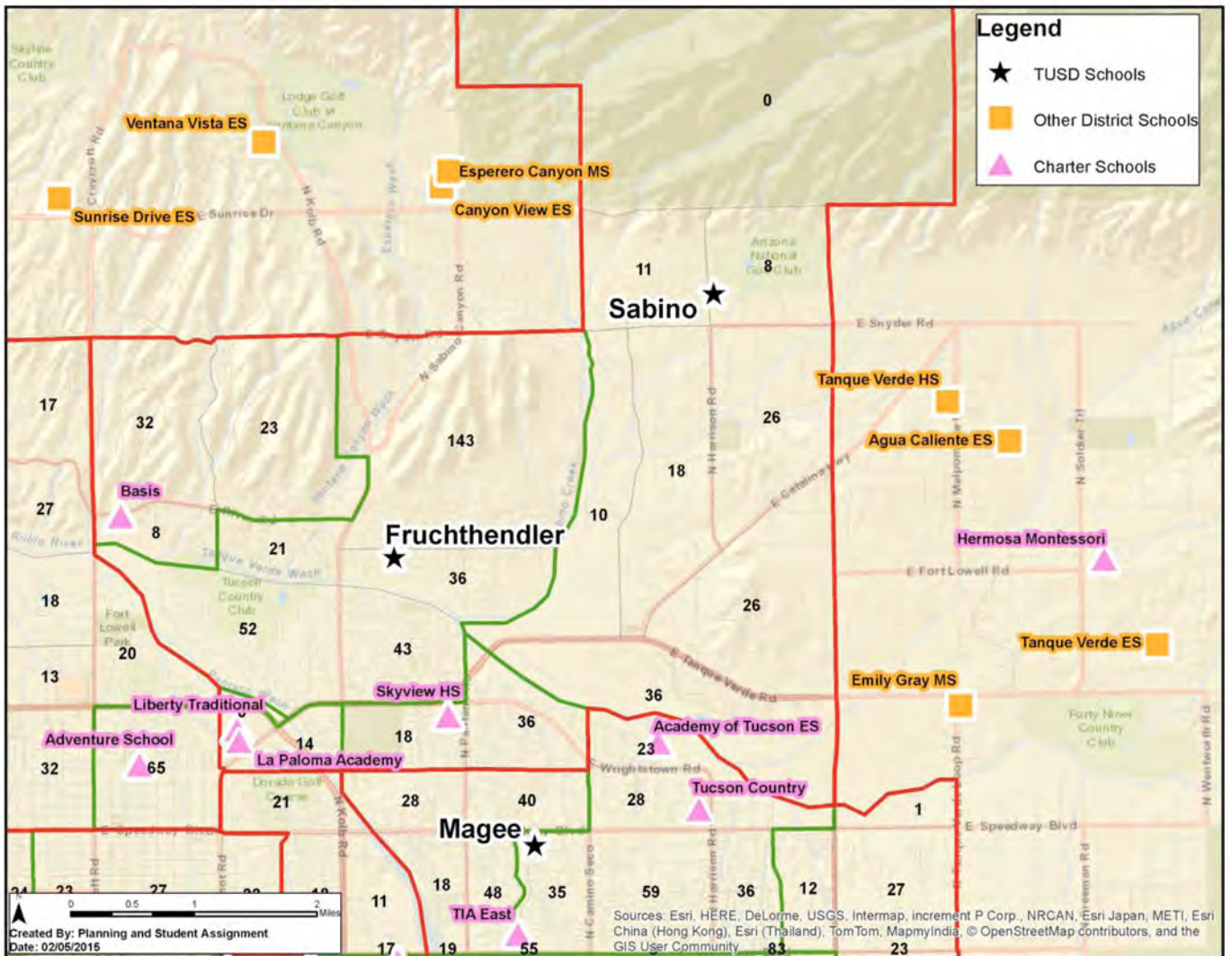
Impacts on Magee Middle School, Sabino High School and Other Schools

The impacts on Magee and other schools are reported separately in the Sabino DIA.

## Map of the Area

The following shows the Sabino Area, outlined in red, and within it, the Fruchthendler Area, in green. The Fruchthendler K-5 Area is wholly within the Sabino HS Area. The Sabino HS Area also includes the Collier K-5 Area and portions of Bloom, Hudlow, and Whitmore. At the middle school level, it includes a large portion of Magee and, to a much lesser extent, Booth-Fickett.

The numbers within each area show the total number of middle-school-age students in 2010 who did not attend TUSD schools. The largest such number is in the area directly north of Fruchthendler.





## Renovation Costs

- Immediate Needs: \$30,000
- Long Term Plan: \$0

## Transportation Costs

- \$64,000 for an express bus (costs could be shared with Collier) (ride time 35 minutes)
- \$0 to add a Roskruge stop to an existing Fruchthendler route (ride time 1 hour)

## **B. Analysis of how the proposed change will impact the District's obligations under the USP**

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** The proposal itself will result in minimal potential impact to Fruchthendler itself, as shown in Section A above. However, an extremely low number of middle-school-aged students from the Fruchthendler area attend District schools for 6<sup>th</sup> through 8<sup>th</sup> grade. Retaining more of these students at Fruchthendler (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop ALE programs (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) at nearby Magee Middle School to increase its attractiveness to Latino students and families to increase integration at Magee.
- 3. Transportation** Positive impact if the express bus is added; students living within the boundary of a racially concentrated school, whose enrollment at Fruchthendler would improve integration, would receive free transportation to Fruchthendler via an express bus..
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Positive impact by the addition of AVID and AP programs at Magee to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes...
- 6. Discipline** No potential impact.
- 7. Family and Community Engagement** Currently, many students and families living in the Fruchthendler area disengage from the District after 5<sup>th</sup> grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and

dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-6 school will likely improve family engagement and participation at Fruchthendler, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate.

- 8. **Extracurricular Activities** As the enrollment of Collier increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
- 9. **Facilities and Technology** No potential impact.
- 10. **Accountability and Transparency** No potential impact.

**C. Notes on the Above Demographic Analysis**

- All of the projections are estimates based on current patterns of choice. There is little data on preferences for 6<sup>th</sup> grades in an elementary school. The exception is Drachman K-6 which has a 5<sup>th</sup> to 6<sup>th</sup> grade transition of 60% to 80%. The 5<sup>th</sup> to 6<sup>th</sup> transition rates at K-8 schools (50% to 80%) are similar.
- The above estimates are based on current TUSD students. Because K-8 capture rates (TUSD students/total school age population) are less than 60% in the subject areas, there is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, 75% of the Fruchthendler 5<sup>th</sup> graders in SY2013-14 did not attend TUSD schools in 6<sup>th</sup> grade the following year.

School	Enrollment
Not in TUSD	47
Dodge Magnet	4
Doolen	1
Fickett Magnet	1
Gridley	1
Magee	9

# TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

**Action:** Sabino High School as a 7-12 School

## **Summary**

Sabino High School serves grades 9 through 12 from the northeast area of the District west to Craycroft Road and south to Pima Street. This is an analysis of the racial-ethnic composition of Sabino as a 9-12 school, the impact of adding 7<sup>th</sup> and 8<sup>th</sup> grades to that school, and estimated impacts of the proposed change to the District’s obligations under the USP.

### **A. Analysis of the impact of the requested action on the District’s obligation to desegregate.**

#### Current 9-12 grade enrollment

As shown in the Table 2 there are approximately 1000 students at Sabino. The racial-ethnic composition is 58% Anglo and 36% African American and Latino.

The feeder patterns for Sabino are shown in the following table, where “P” means a portion. There is also a very small portion of the Hudlow-to-Booth/Fickett Area that feeds less than 30 students to Sabino.

<p><b>BLOOM (P)</b> <b>COLLIER</b> <b>FRUCHTHENDLER (P)</b> <b>WHITMORE (P)</b></p>	<p><b>MAGEE (P)</b></p>	<p><b>SABINO</b></p>
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Based on 2010 census data, for the Sabino Area, there are nearly 400 7<sup>th</sup> and 8<sup>th</sup> graders who do not attend TUSD schools (Map 1 below). This is reinforced by an analysis of transitions into the 9<sup>th</sup> grade at Sabino. That analysis shows that 82 students entering the Sabino 9<sup>th</sup> grade this year did not attend TUSD schools last year.

#### Sabino HS Impacts

While there is little data to project Sabino impacts, it is expected that all of the Collier and Fruchthendler 6<sup>th</sup> graders would transition to Sabino. Thus the enrollment at Sabino would be 150 to 170 with the Collier and Fruchthendler transitions only.

Also, as noted above, there are 190 middle-school-age students per grade (580 6<sup>th</sup>-8<sup>th</sup> graders total) in the Sabino Area who are not attending TUSD schools. The goal would be to add more students (up to 320 total) by recruiting students who don’t now attend TUSD schools. There is a strong potential to increase that enrollment by attracting some of the students in the Sabino Area not already attending TUSD schools and by attracting students in the Tanque Verde District (30 per grade) who already opt to attend Sabino in the 9<sup>th</sup> grade. The various sources of students and the total impact are shown in Table 1.

Sabino has a capacity of 1950; with approximately 1000 students now it is at 52% utilization. With the changes it would increase to 1300 students at 60% to 70% utilization.

As shown in Table 2, the change is expected to have very little impact on the racial ethnic composition of Sabino because the population that would attend the 7<sup>th</sup> and 8th grades has essentially the same composition as the current 9-12 population.

**Table 1**

Change Component (Students Who May Elect the Sabino 7th and 8th Option Based on a 320-Student Enrollment Goal)

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Collier to Sabino <sup>1</sup>	45	4	16	2	1	2	70
	64%	6%	24%	2%	1%	3%	
Fruchthendler to Sabino <sup>2</sup>	66	2	26	0	2	4	100
	66%	2%	26%	0%	2%	4%	
New from Sabino Area <sup>3</sup>	59	7	39	0	0	5	110
	54%	6%	35%	0%	0%	5%	
New from Other Districts <sup>4</sup>	25	0	14	0	1	0	40
	63%	0%	35%	0%	2%	0%	
Total Sabino 7th and 8th	195	13	95	2	4	11	320
	61%	4%	30%	1%	1%	3%	

Notes:

1. these are the Collier 6th graders who will transition to Sabino; added to Sabino
2. these are the Fruchthendler 6th graders who will transition to Sabino; added to Sabino
3. these are students from a non-TUSD school 6th grade who transition to 7th grade at Sabino; added to Sabino
4. these are students from outside the district--primarily the Emily Gray 7-8 school in TVSD; added to Sabino

**Table 2**

Sabino Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Sabino (9-12)	586	57	300	5	14	47	1009
%	58%	6%	30%	0%	1%	5%	
Sabino (projected 7-12)	781	70	395	7	18	58	1329
%	59%	5%	30%	1%	1%	4%	

Magee MS Impacts

As shown in Table 3, based on students currently attending Magee and assuming the worst-case scenario, the change would reduce the enrollment of Magee by 95 students; 70 from the Collier Area and 25 from the Fruchthendler Area.

Of the 55-60 students in the Fruchthendler 5<sup>th</sup> grade, approximately 10 transition into the Magee 6<sup>th</sup> grade (see the Notes section below); most of the rest (approximately 50) attend non-TUSD schools. It is expected that some of the Fruchthendler students (about 10 each year) will continue to matriculate to Magee and some 7th graders from Magee will select the Sabino option.

Of the 30 students in the Collier 5<sup>th</sup> grade, most transition into the Magee 6<sup>th</sup> grade. Thus, although the number of students in Collier is smaller than Fruchthendler, the impact of starting a 6<sup>th</sup> grade there is greater on Magee.

The change is expected to have a minimal impact on the racial ethnic composition of Magee. The table below shows any analysis of the racial-ethnic impacts on Magee.

**Table 3**

Change Component (Students Who May Elect the Sabino 7th and 8th Option)

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
No Longer at Magee <sup>1</sup>	58	9	24	1	1	2	95
	62%	9%	25%	1%	1%	2%	

Note:

1. This includes the Fruchthendler Area and Collier Area students who attend Magee; subtracted from Magee (70 from Collier, 25 from Fruchthendler). It is a worst-case scenario as fewer students from those areas may choose Sabino over Magee.

Magee Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Magee (current 6-8)	274	75	203	9	12	17	590
%	46%	13%	34%	2%	2%	3%	
Magee (projected 6-8)	216	66	179	8	11	15	494
%	44%	13%	36%	2%	2%	3%	

### Impacts on Other Middle Schools

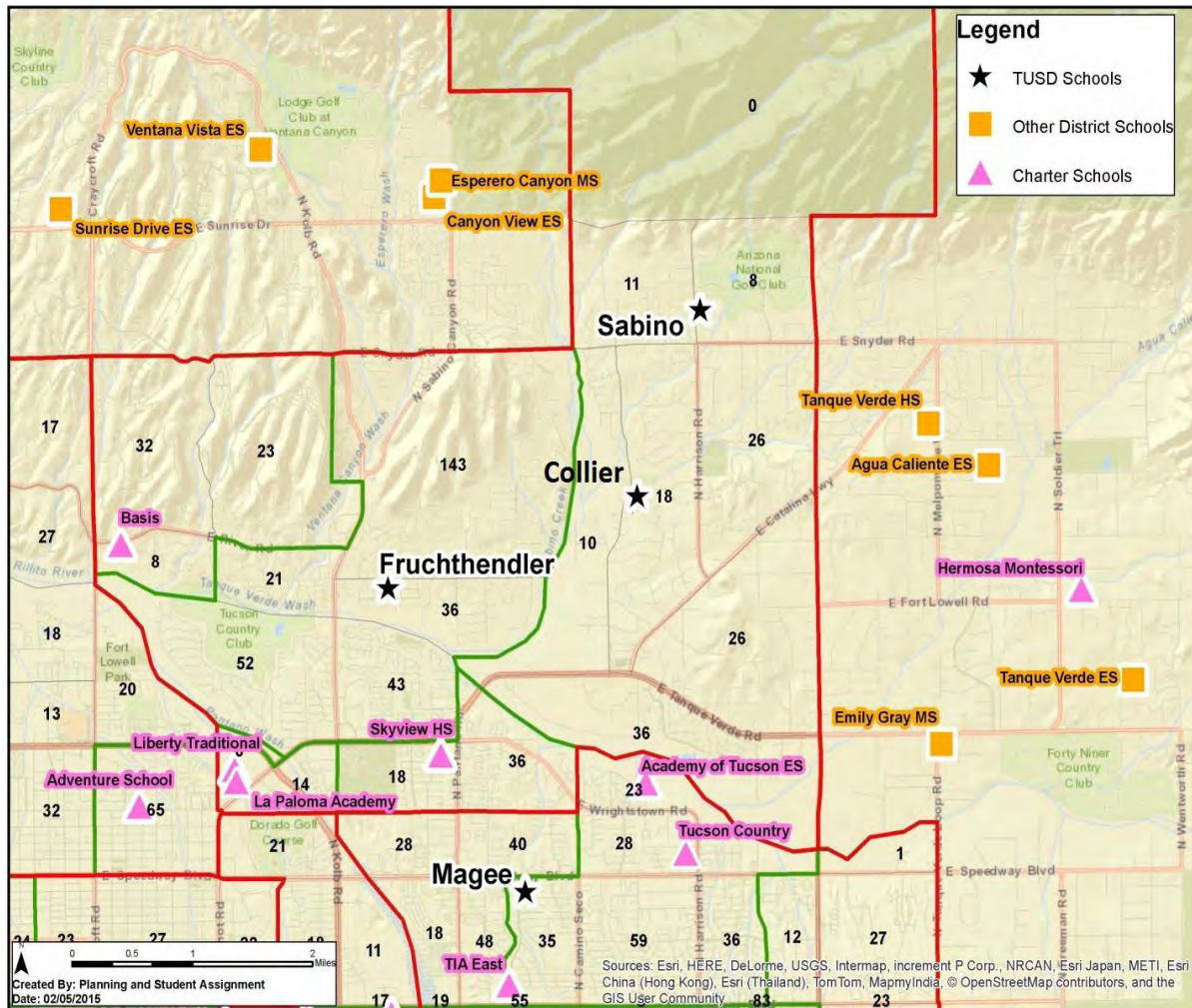
Recruitment efforts will be aimed at attracting students who do not attend TUSD schools rather than transferring students between TUSD schools, except in cases where the District can successfully recruit middle and high school students who might otherwise attend a racially concentrated middle or high school to open enroll into Sabino to improve integration (supported by incentive transportation and express busing). For all other middle schools, the impacts are expected to be minimal (less than a few students, as substantiated by attendance data provided in Section C below).

## Map of the Area

The following shows the Sabino Area, outlined in red, and within it the Fruchthendler Area and Collier Area in green. Both are wholly within the Sabino HS Area. The Sabino HS Area also includes portions of Bloom, Hudlow, and Whitmore. At the middle school level, it includes a large portion of Magee and, to a much lesser extent, Booth-Fickett.

The numbers show the total number of middle-school-age students in 2010 who did not attend TUSD schools. The largest such number is in the area directly north of Fruchthendler.

Map 1



## Renovation Costs

- Immediate Needs: \$0
- Long Term Plan: \$0

## Transportation Costs

- \$194,000-\$259,000 for 3 to 4 buses if 7<sup>th</sup> and 8<sup>th</sup> graders do not ride with the upper grades.
- \$64,000 for an express bus (ride time 45 minutes versus 1.5 hours for the current open-enrollment bus)

## **B. Analysis of how the proposed change will impact the District's obligations under the USP**

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** The proposal itself will result in minimal potential impacts to Sabino and to the neighboring middle school, Magee, as shown in Section A above (see Table 1 and Table 2). However, an extremely low number of middle-school-aged students from the Sabino area attend District schools for 7<sup>th</sup> through 8<sup>th</sup> grade. Retaining more of these students at Sabino (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop ALE programs (AVID and/or partnerships with Sahuaro High School for pre-AP or Dual-Credit courses) at nearby Magee Middle School to increase its attractiveness to Latino students and families to increase integration at Magee.
- 3. Transportation** Positive impact if the express bus is added. 7<sup>th</sup> and 8<sup>th</sup> grade students living within the boundary of a racially concentrated middle school, or 9<sup>th</sup> – 12<sup>th</sup> grade students living within the boundary of a racially concentrated high school, whose enrollment at Sabino would improve integration, would receive free transportation to Sabino via an express bus.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Positive impact by the addition of AVID and AP programs at Magee to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.
- 6. Discipline** No potential impact.

7. **Family and Community Engagement** Currently, many students and families living in the Sabino area disengage from the District after 5<sup>th</sup> grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Adding 7<sup>th</sup> and 8<sup>th</sup> grades to Sabino will likely improve family engagement and participation at Sabino, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate.
8. **Extracurricular Activities** No potential impact.
9. **Facilities and Technology** No potential impact.
10. **Accountability and Transparency** No potential impact.

**C. Notes on the Above Demographic Analysis**

- All of the projections are estimates based on current patterns of choice. The projections are based on a 70% transition of 5<sup>th</sup> to 6<sup>th</sup> graders at Collier and Fruchthendler and a 100% transition of these students into the 7<sup>th</sup> grade at Sabino. There is no current data on 7<sup>th</sup> and 8<sup>th</sup> grade preference for a high school and little data on preferences for 6<sup>th</sup> grades in an elementary school. The exception is Drachman K-6 which has a 5<sup>th</sup> to 6<sup>th</sup> grade transition of 60% to 80%—in line with the 70% used in this analysis. The 5<sup>th</sup> to 6<sup>th</sup> transition rates at K-8 schools (50% to 80%) also support the estimate.
- The above estimates are based on current TUSD students. Because k-8 capture rates (TUSD students/total school age population) are less than 60% in the subject areas, there is a potential to attract students who do not currently attend TUSD schools and there is potential to attract students from outside TUSD. For example, as shown in the table below, 75% of the Fruchthendler 5<sup>th</sup> graders in SY2013-14 did not attend TUSD schools in 6<sup>th</sup> grade the following year.

School	Enrollment
Not in TUSD	47
Dodge Magnet	4
Doolen	1
Fickett Magnet	1
Gridley	1
Magee	9

- The transition of students from Collier and Fruchthendler to Sabino would, conservatively, add 150-170 students to Sabino. To reach the goal of 320 students set by the school without impacting other TUSD schools, Sabino will need to recruit students who live in the Sabino Area but do not attend TUSD schools and, to a lesser extent, recruit students from outside TUSD. The potential of this approach is indicated in the table below, which shows that 82 students entering the Sabino 9<sup>th</sup> grade this year did not



attend TUSD schools last year. This is supported by 2010 Census data that shows 580 middle-school-age students in the Sabino Area do not attend TUSD middle schools.

Transition of 8th Graders into the 9 <sup>th</sup> Grade at Sabino	
School	Enroll
TUSD Area students not in TUSD middle schools	82
TUSD Area students in TUSD middle schools	138
Amphitheater SD	1
Catalina Foothills SD	3
Sunnyside SD	5
Tanque Verde SD	33